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| Lesson Title: | | Using SmartMusic as an Evaluation Tool, and Means of Showing Areas of Improvement. | | | | | | | | | |
| **Teacher:** | Fritzsche | | **Hour:** | | 2nd period, 8th Grade Band | | | | | | |
| **Week:** |  | | **Date:** | | May, 2011 | | | | | | |
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| **Course:** | 8th Grade Band | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | How to use SmartMusic; displaying rhythmic and pitch errors in performing; becoming self-sufficient in improving intonation, rhythm, and pitch accuracy. |
| **Criteria for Success:** | \*Successfully record oneself on Smartmusic.  \*Successfully find your errors.  \*Successfully reflect on how one can improve their errors. |
| **Progression of Learning:** | 1. Introduction to SmartMusic. 2. Practice musical exercises that will be evaluated on Smartmusic. 3. Verbally discuss what Smartmusic will detect as “errors.” 4. Practice using Smartmusic. 5. Individuals make final recordings on SmartMusic. 6. Students highlight errors on printed SmartMusic evaluations. 7. Students reflect in writing about the process of using SmartMusic. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| **Standard 1**  Students play on instruments a varied repertoire of music, alone.  **Standard 2**  Students will read music.  **Standard 4**  Students will listen to, analyze, evaluate, and describe music. | * **Critical Thinking, Reasoning, and** * **Problem Solving** * **Invention, Innovation, and Creativity** * **Self-Direction** * **Inquiry Questions** * **Relevance and Application** * **Nature of Discipline** | **3. Research and Information Fluency:** Students apply digital tools to gather, evaluate and use information.  **4. Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  **6. Technology operations and concepts:** Students demonstrate a sound understanding f technology concepts, systems, and operations. |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Playing test grades from earlier in the trimester. |  | Recorded test grades from SmartMusic performance. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| In order to meet the needs of each student’s musical ability, different musical selections are chosen for each student. Those with advanced understanding and skill will perform more technologically challenging pieces. Those who are still becoming proficient on their instrument will perform easier musical selections. |  | Previous test scores; student self-reflection; Smartmusic evaluation; teacher modeling. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| SmartMusic. |  | Essential Elements 2000 Book II; student self-reflection guide. |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Musicians will be able to self-assess by using the scoring from SmartMusic to guide what they need to do in order to perform more accurately. |  | Musicians will use their first recorded SmartMusic performance and compare it to their 2nd SmartMusic performance. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Teacher modeling; whole ensemble instruction; introduction to the SmartMusic program; introduction to the self-reflection worksheet. |  | Besides listener feedback, how can we know if we are accurate musicians?  Why is it important to perform precise and accurate?  Will performing with precision and accuracy hurt our ensemble’s creativity and unique sound?  Do you know if you are precise and accurate in your performing?  Do you know how to improve your performing when told or shown that you are playing wrong notes or rhythms? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Teacher modeling; whole ensemble instruction; introduction to the SmartMusic program; introduction to the self-reflection worksheet. |  | Precision; rhythmic accuracy; pitch accuracy; intonation; tone quality; |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Teacher modeling; whole ensemble instruction; introduction to the SmartMusic program; introduction to the self-reflection worksheet. |  | N/A |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Teacher demonstration of performing with SmartMusic accompaniment. |  |
| **Introduction** | Introduction to what SmartMusic is and how it can be used within the band room. |  |
| **Direct Teaching** | How to operate the program; how to find performance accompaniments on the program; how to adjust tempos and microphone set up; what to do once you are finished recording (printing and saving); how to rerecord. |  |
| **Guided Practice** | Watching teacher perform her SmartMusic evaluation; monitoring student self-reflection; student-to-student sharing of self-reflections; compare and contrast results and reflections with others. |  |
| **Feedback** | SmartMusic evaluation results; oral feedback and discussions. |  |
| **Independent Practice** | Individual practicing on their performance piece; individual written reflection; individual |  |
| **Closure** | How has your performing improved because of SmartMusic?  How will you use this program in the future?  How will you use your SmartMusic results during daily rehearsals? |  |